**Managing Mixed Ability Classes**

**Differentiated tasks**

* Ensure you know your students’ different abilities and difficulties
* Use differentiated tasks and put them on the chalkboard or on paper
* Divide students into groups dependent on level and assign them different tasks
* Give more or less guidance to individuals or groups
* Work with half of the class while the other half work on something different
* Have extension activities up your sleeve
* Set up a self-access box that students can use if they finish activities early
* Use open-ended activities that get harder and that students are not expected to finish
* Set students different targets and assess/give praise accordingly
* Get students to set their own targets and assess their progress towards them
* Ask different students different questions
* Set up after-class clinics
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**Inclusive practices**

* Set a range of achievable objectives for the lesson, some small and immediate so all students can leave the lesson feeling they have achieved something
* Assign mixed pairs and groups (if appropriate) encouraging the stronger students to help the weaker ones
* Ensure that the content of your lessons draws on and addresses the diversity of the class
* Use language and examples that are aware of gender and other issues
* Ensure that you include all the students when asking questions
* Ensure that you leave enough time after you have asked a question (if the questions are always answered promptly by the more able, the less able learn that they needn’t bother thinking)
* Ensure that all students can see the chalkboard and hear you – if necessary move students so they are closer
* Vary where you stand or sit in the classroom
* Vary your eye contact so that you are looking at as many students as possible
* Incorporate cross-curricular activities such as life and citizenship skills that promote recognition and tolerance of difference
* Ensure that you use a variety of teaching techniques to cater for different learning styles
* Use visual, written, physical and oral stimuli
* Value linguistic and non-linguistic contributions e.g. drawing or total physical response
* Use students’ mother tongue (if appropriate)
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